

2014-2015 Corrective Action Plan for 1003(g)
Submit to 1003g@doe.in.gov by **Wednesday, August 6th**

2014-2015 CORRECTIVE ACTION PLAN FOR 1003(g)			
Corporation Name	Evansville Vanderburgh School Corporation	Corp Number	7995
School Name	McGary Middle School	School Number	8339
Superintendent Name	Dr. David B. Smith		
Title I Administrator Name	Mr. Larry Bass		
Principal Name	Mrs. Tammy Dexter		

Based on the conditional status of your 1003(g) SIG renewal application, the following Corrective Actions are required:

- Choose two goal areas to focus on for first semester.
- Complete the following action plan tables with specific, measurable actions in each identified phase.
- Participate in monthly check-ins and at least one onsite visit with IDOE staff.
- Submit data monthly via the IDOE SIG Data Dashboard.

Goal Areas for Corrective Action Plan:

- **Governance and Leadership** – The LEA engaged in SIG will provide ongoing, intensive technical assistance and related supports to the school engaged in SIG, as well as provide strong leadership for the building.
- **High quality staff and professional development** – The school and LEA engaged in SIG will provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- **Facilities, support, and instructional resources** – The school and LEA engaged in SIG will establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. Additionally, the school and LEA engaged in SIG will establish schedules and strategies that provide increased learning time for all students.

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- **Family and Community Involvement** – The school and LEA engaged in SIG will provide ongoing mechanisms for family and community engagement.
- **Student Performance** – The school and LEA engaged in SIG will use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data, strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.

Goal Area 1:

Family and Community Involvement

Objective:

Increase two-way communication with families through the use of targeted home visits (Priority Target: 6th Grade Family Engagement)

Specific Target	Action Steps	Person(s) Responsible	Timeline	Source of Measurement	Evidence of Change
By January 5, 2015, McGary staff will have conducted structured home visits for 50% of 6 th grade students.	<ul style="list-style-type: none"> • Meet with Patricia Weinzapfel (district office) to schedule with NEA • Recruit/appoint teachers at McGary for training/ conducting visits • Begin to create supporting documents for training and after training (ie – pd website, google doc of visit, etc.) • Get date on PD calendar 	Julie Mullen, Family Community Engagement Coordinator	Phase I: August/September Meet with District and NEA partners to schedule and plan professional development to train 10 new teachers in	Implementation Data will be tracked on SIP Action Plan and Performance Monitoring Tool	<p>Families participating in home visits will report:</p> <ul style="list-style-type: none"> • At this school, families are well informed about how their child is doing <ul style="list-style-type: none"> ○ <i>Baseline: 75.3%</i> • At this school, families are provided with information to help their child at home <ul style="list-style-type: none"> ○ <i>Baseline: 75%</i> • It is easy for families to

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	<ul style="list-style-type: none"> Secure date on pd calendar Meet with teachers, sign up on pd site, secure sub Ensure all attendees know when, where, etc. for days of training Train new staff 	Julie Mullen with NEA trainer	Phase II: October Training occurs	Attendance (recorded in SIP Action Plan – Implementation Data)	contact school staff <ul style="list-style-type: none"> ○ <i>Baseline: 83.9%</i>
	<ul style="list-style-type: none"> Pair up teachers Create spreadsheet of current 6th grade students Determine how/who will visit Phone calls to set up visits Begin visits Follow up forms to fill out Meet prior to first visits to go over McGary protocols Debrief sessions after initial visits Complete documentation Review data 	Julie Mullen and teachers trained	Phase III: November/December Conduct 2 home visits per month per teacher (20 per month)	Google docs to track each visit	<ul style="list-style-type: none"> Extra efforts are made to welcome and reach out to all families <ul style="list-style-type: none"> ○ <i>Baseline: 84.6%</i> Families have opportunities to provide input into decisions at this school <ul style="list-style-type: none"> ○ <i>Baseline: 77%</i>

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Comments:

The Office of Transformational Support will continuously assist in assessing school needs and will align/provide support (such as MIE) as needed to assist in successful execution of the plan. The SIP plan will entail numerous action steps that evolve throughout the school's continuous improvement process.

Goal Area 2: High quality staff and professional development

Objective:

Target the increase of ELA achievement by developing highly effective PLC's with a focus on:

- a. backwards design in planning for deep levels of understanding (What will we expect our students to learn/understand), and
- b. creating aligned common formative assessments that effectively assess for understanding (How will we know they are learning?)

Specific Target	Action Steps	Person(s) Responsible	Timeline	Source of Measurement	Evidence of Change
By Jan 2015, 60% of relevant PLC work products (i.e. common formative assessments, unit/proficiency plans) will be reviewed and assessed at levels of being "highly impactful."	<ul style="list-style-type: none"> Meet with OTS (internal lead partner) to discuss/assess support need. OTS and/or MIE as supporting partner will create PD for McGary Teachers Determine launch date Meet with McGary ELA lead teachers to align process Set launch date on PD site Secure subs for teachers 	Tammy Dexter Holly Pate	Phase I: August/September	Implementation Data will be tracked on SIP Action Plan and Performance Monitoring Tool	<p>Short Term: Work products coming out of PLCs will be determined as "highly impactful" on instruction and student achievement</p> <p>Long term: Students will increasingly report:</p> <ul style="list-style-type: none"> I know that I will learn something new and important every day <ul style="list-style-type: none"> Baseline: 66.4% I use things that I learn in one subject to help me understand and

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	<ul style="list-style-type: none"> • Provide PD • Set dates for assessment completion of first unit • Set date for administration of first common assessment 				<ul style="list-style-type: none"> learn in other subjects <ul style="list-style-type: none"> ○ <i>Baseline: 69.4%</i> • At this school, students feel challenged to do their best <ul style="list-style-type: none"> ○ <i>Baseline: 51.8%</i>
	<ul style="list-style-type: none"> • Continue to utilize process to develop common assessments and design lessons • Give 2nd common assessment • Analyze results • Continuous feedback loop • Determine how to use walkthroughs to support teachers in process 	Tammy Dexter Holly Pate	Phase II: October	Implementation Data will be tracked on SIP Action Plan and Performance Monitoring Tool	<ul style="list-style-type: none"> • I feel challenged to do my best <ul style="list-style-type: none"> ○ <i>Baseline: 64.8%</i>
	<ul style="list-style-type: none"> • Continue to utilize process to develop common assessments and design lessons • Identify and provide more intensive and 	Tammy Dexter Holly Pate	Phase III: November/December	Implementation Data will be tracked on SIP Action Plan and Performance Monitoring Tool	

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	targeted support to teachers that fail to meet desired performance expectations.				
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